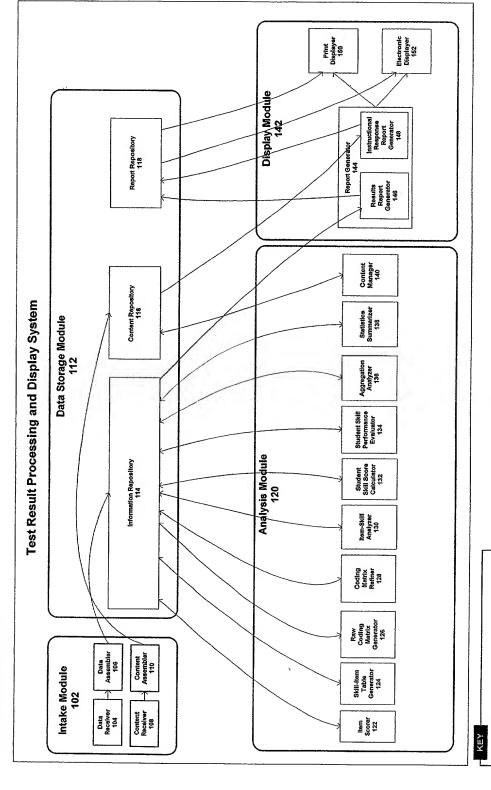
Information Flow

Process

FIGURE 1 Diagram of the System



Quality Assurance Computer 242 Physical Imaging Device 246 Print Converter Computer 244 Content Authoring instructional Response Report Publishing Computer 238 Report Repository 238 Test Result Processing and Display System Report Server 240 Content
Feed Storage
226 ResultsReport Publishing Computer 236 Content Server 234 Content Management Computer 224 Content Repositor 230 Web Application Server 248 Code Library Application Server 220 Network Switch 204 Firewall 202 Technical Components of the System rsis Francisco Properties Psychometric Analysis Computer 218 Data Inake Data Servers 214 Internet 200 Pedagogical Analysis
Computer
216 Information Repository 210 Physical Document Storage 212 Flat File Storage Permitted access route Security User Computers 248 KEY FIGURE 2

2/48

FIGURE 3
Flowchart of the System



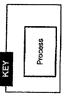


FIGURE 4
Diagram of the Operation Components of the Intake Module

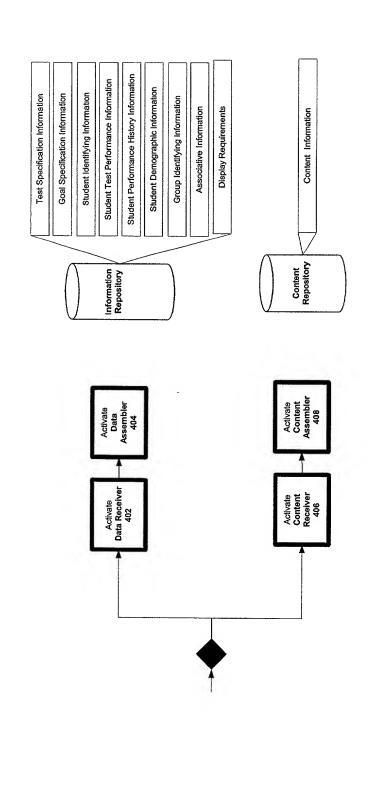




FIGURE 5 Diagram of the Data Storage Module

Content Repository 504	Subject overviews 566	One caling the control of the contro	Classroom activities for teaching Skills 570	Committee of the control of the cont	campe properts in calls 27+	etc.			Report Repository 506		Results Reports 576	Instructional Response Reports 578	Print Templates 580	Electronic Templates 582	Electronic Document Structures for Results Reports 584	Electronic Document Structures for Instructional Response Reports 586	и У
	Analysis Module	Student Skill Scores* 548	Obtained Skill Scores for each Skill* 550	Student Evaluation Statements by Skill 552	Group Skill Scores 554	Group Evaluation Statements by Skill 556	Pedagoglcal Constraints 558	Summary Statistics 562									
Information Repository 502	Information Generated by Analysis Module	Item Scores for each Student* 526	Skill Sets* 528	Skill Organizations* 530	Skill-Item Tables* 532	Items Assessing a Skill* 534	Skill-Specific Item Scores for each Student* 536	Item Score Arrays for each Student* 538	Fall-off Ratios* 540	Raw Coding Matrices* 542	Refined Coding Matrices* 544	Quality Rating Information for Refined Coding Matrices,* 546		* = if required			
	Externally Provided Information	Test Specification Information 508	Goal Specification Information 510	Student Identifying Information 512	Student Test Performance Information 514	Student Performance History Information 516	Student Demographic Information 518	User Information 519	Group Identifying Information 520	Associative Information 522	Display Requirements 524						

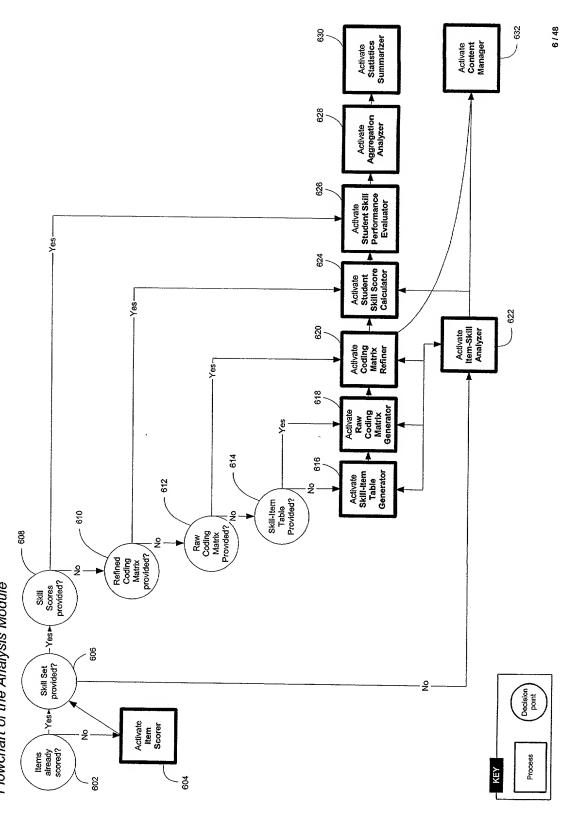
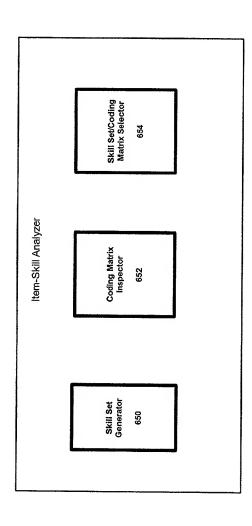


FIGURE 6 Flowchart of the Analysis Module

FIGURE 6A Block Diagram of Item-Skill Analyzer





to the control of the

FIGURE 7

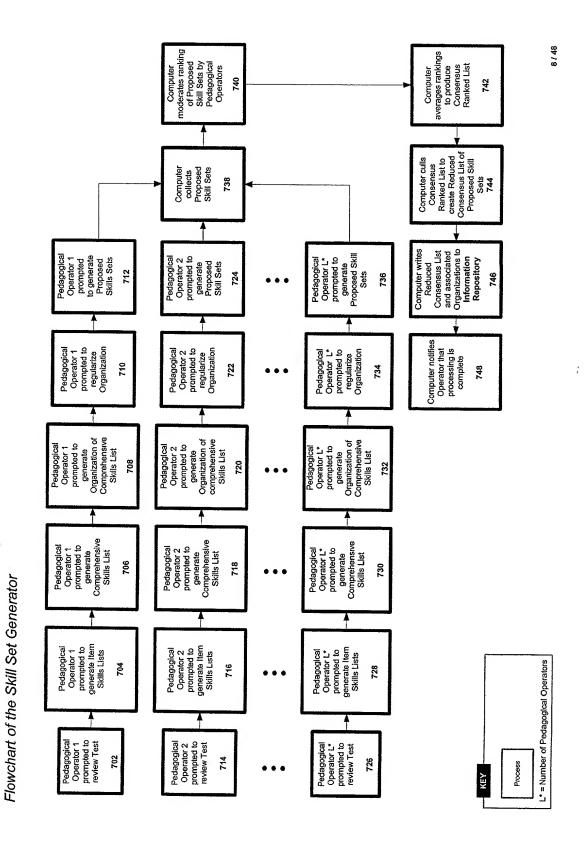
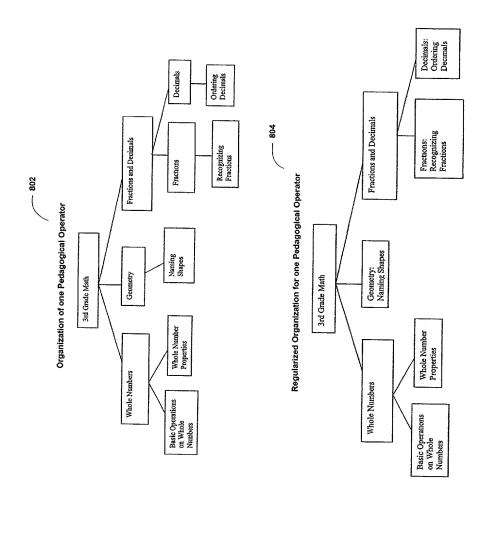


FIGURE 8
Diagram of Skill Organizations



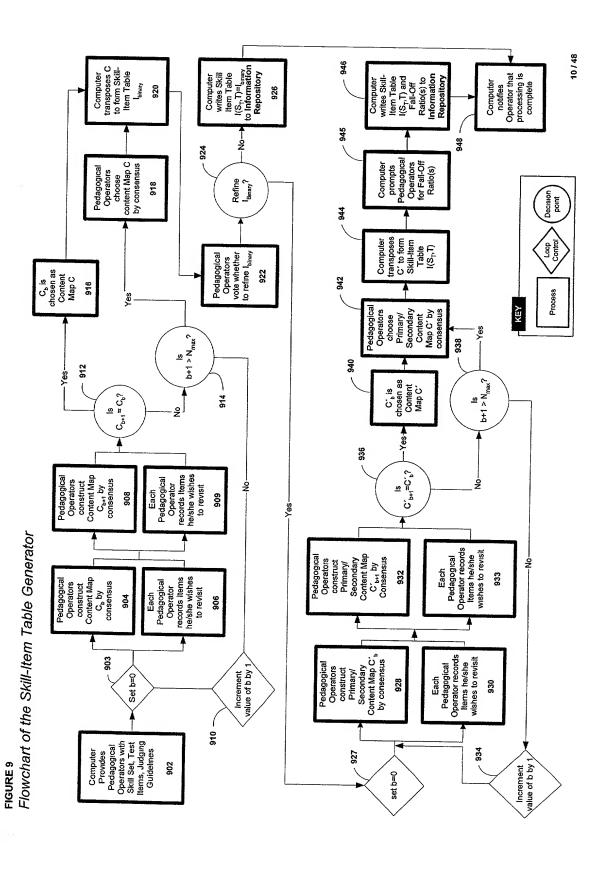


FIGURE 10 Flowchart of the Item-Skill Analyzer

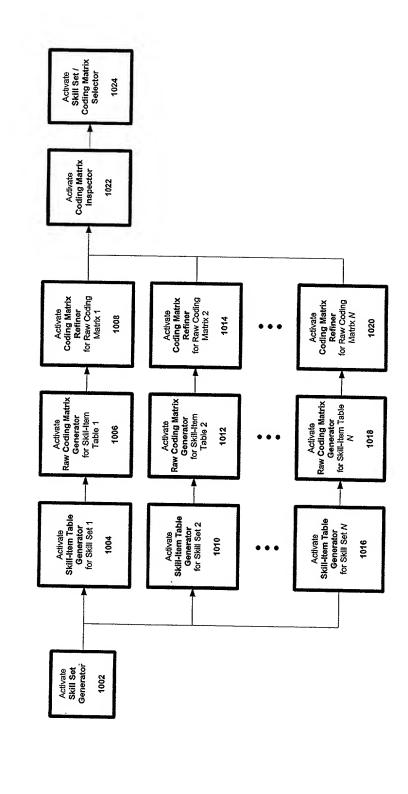




FIGURE 10A
Flowchart of the Student Skill Score Calculator

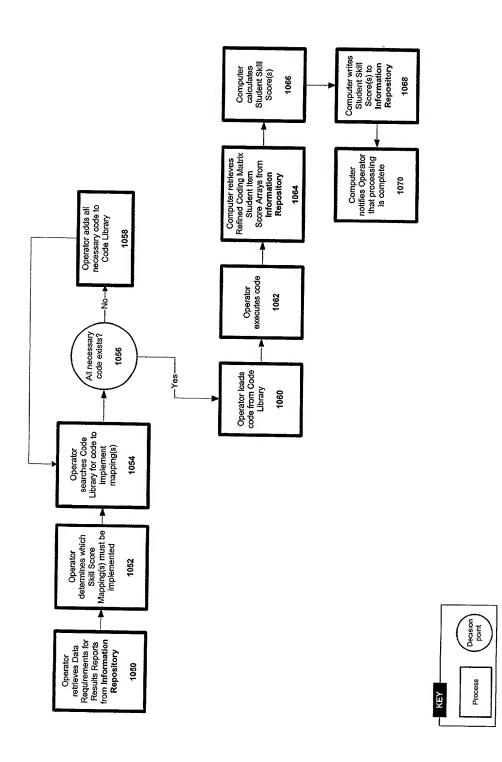


FIGURE 11
Flowchart of the Student Skill Performance Evaluator

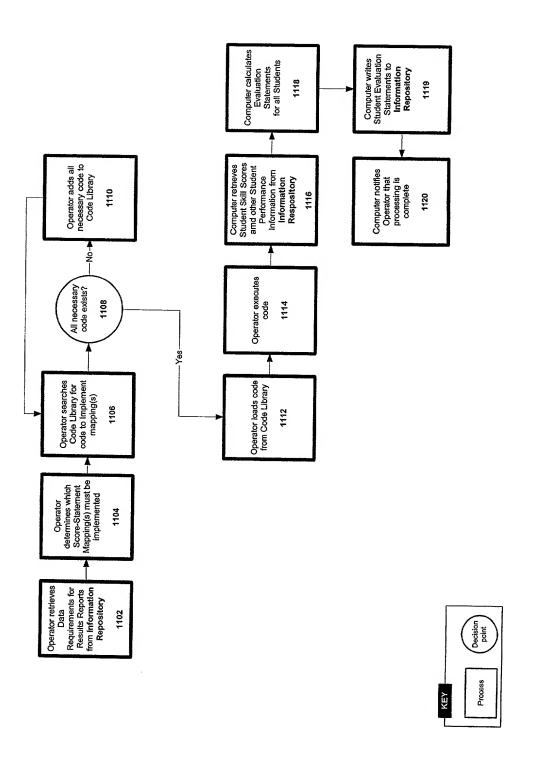


FIGURE 12

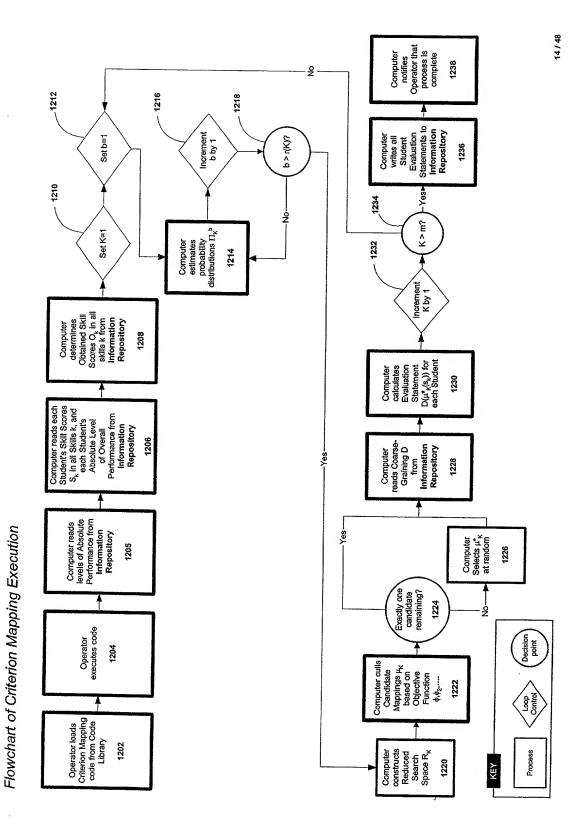
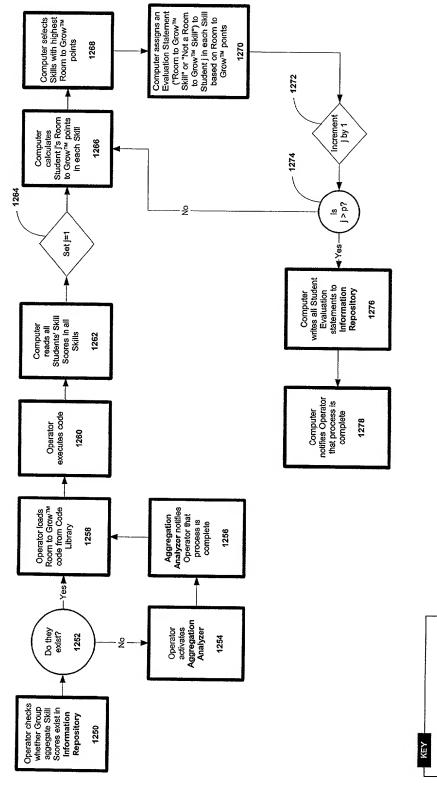


FIGURE 12A Flowchart of a Room to Grow<sup>TM</sup> Prioritization



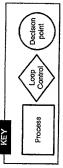
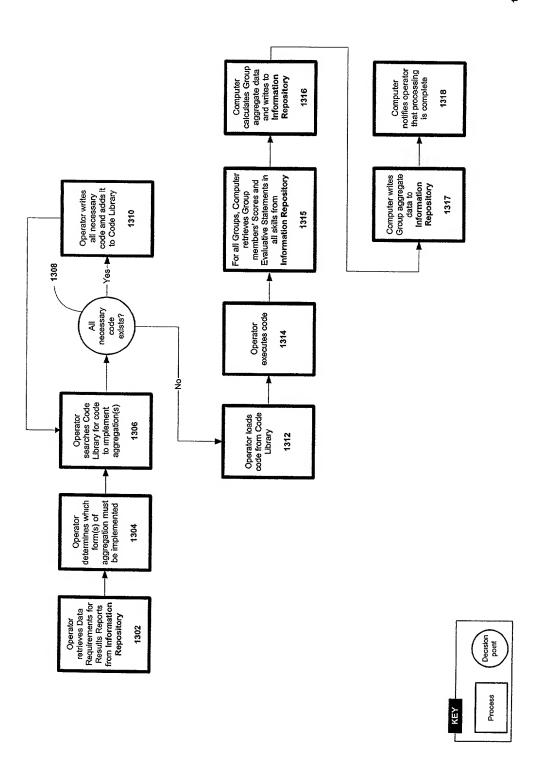
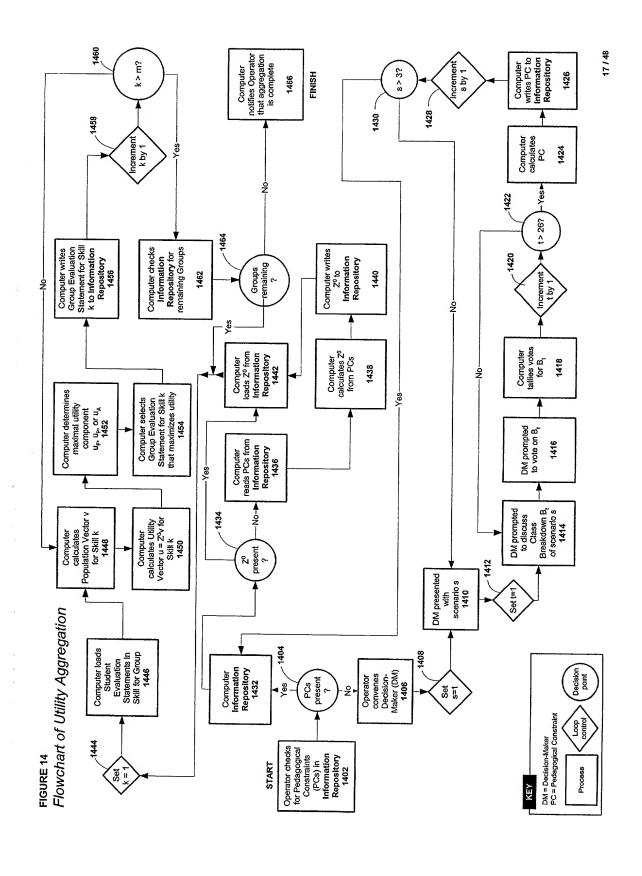


FIGURE 13 Flowchart of the Aggregation Analyzer





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FIGURE 14A Class Breakdowns for First Scenario

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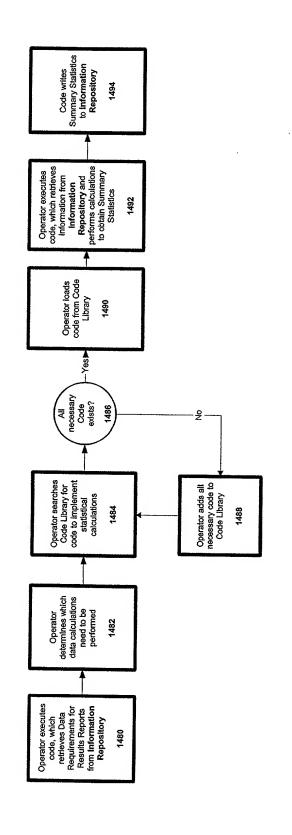
FIGURE 14B Class Breakdowns for Second Scenario

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FIGURE 14C Class Breakdowns for Third Scenario

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FIGURE 14D
Flowchart of the Statistics Summarizer



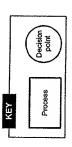
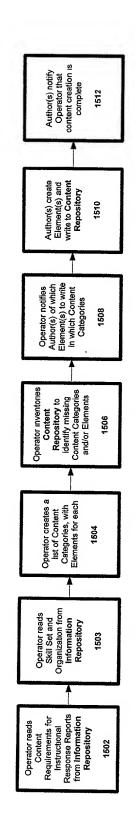


Figure 15
Flowchart of the Content Manager





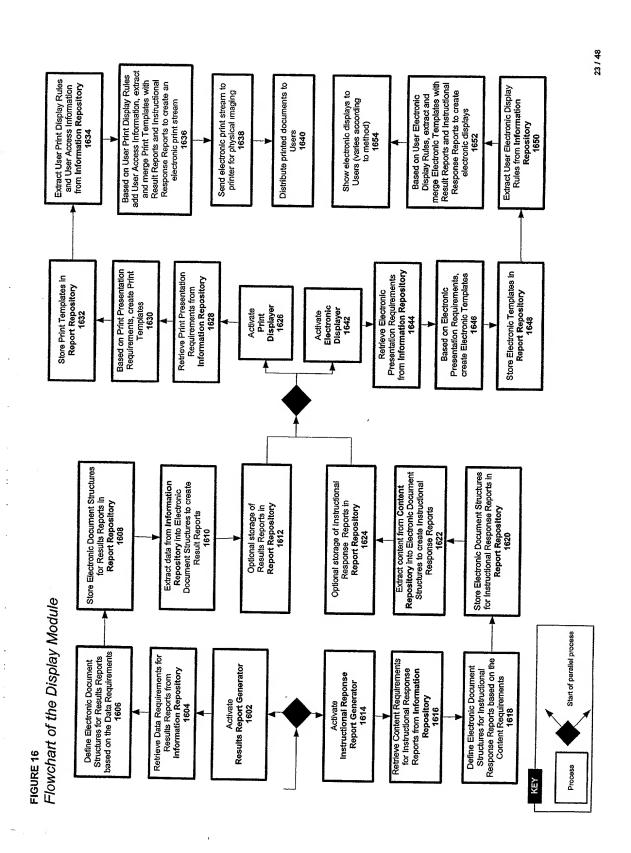
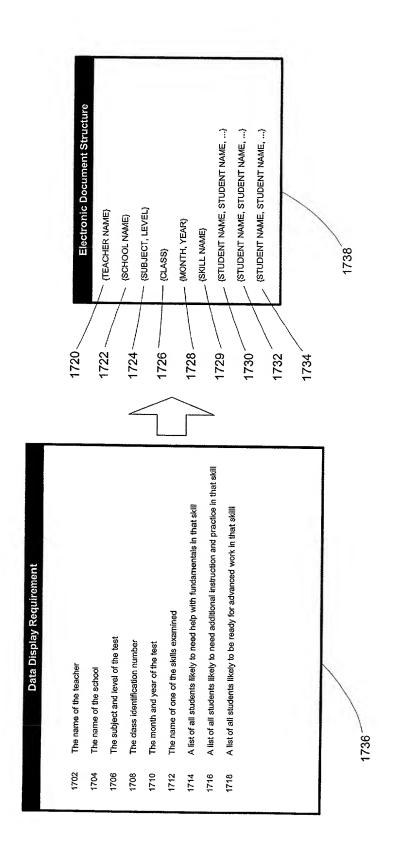


FIGURE 17
Diagrams of a Data Display Requirement and an Electronic Document Structure



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<strategies>
  <furcamentals>
   ctice>
     <Introduction>
        If your students need some additional instruction and practice, you can try some of
           the activity ideas listed below.
     </ri>
    - <activ.ty>
      - <description>
          Ask students to think of a few situations in which they might want to add the same
             number over and over. Some ideas to get them started might be:
            <| stitem>counting the total number of wheels in a group of 8 cars
            < stitem>counting the total number of keys on 5 calculators of the same
                type</listItem>
            <| stitem>counting the total number of pencils in 10 boxes of pencils
          Then have them make up a word problem to go with each situation, and solve a
             few of these problems.
       </aescription>
     </activity>
     <activ ty>
      - <aesar ption>
          Ask students to think of a few situations in which they might count things in
             arrays. Here are some arrays they might use.
            <|stItem>seats on a bus</iistItem>
            </stItem>windows on a building</listItem>
          Then have them make up a word problem to go with each situation, and solve a
             few of these problems.
       </aescription>
     </activity>
     <activity>
      - <description>
          Ask students to think of a few "times as many" situations. Here are some ideas to
             get them started.
        - < ist>
            <| stitem>One store has 5 times as many customers as another store.
            one team has 3 times as many points as another team.
            </stitem>One car costs 4 times as much as another car.
          Then have them make up a word problem to go with each situation, and solve a
             few of these problems.
       </description>
     </activity>
   <activity>
      - <description>
          Ask students to think of a few situations in which they might break a big group
             into smaller groups. Here are some ideas to get them started.
            <i.stItem>Spread 100 seeds evenly along 10 rows in the garden.</listItem>
            <!stItem>Split the class into 4 equal teams to play a game.</listItem>
         Then have them make up a word problem to go with each situation, and solve a
             few of these problems.
       </description>
    </activity>
  </practice>
  <advanced>
</strategies>
```

PAGE 4

1902

PAGE 1

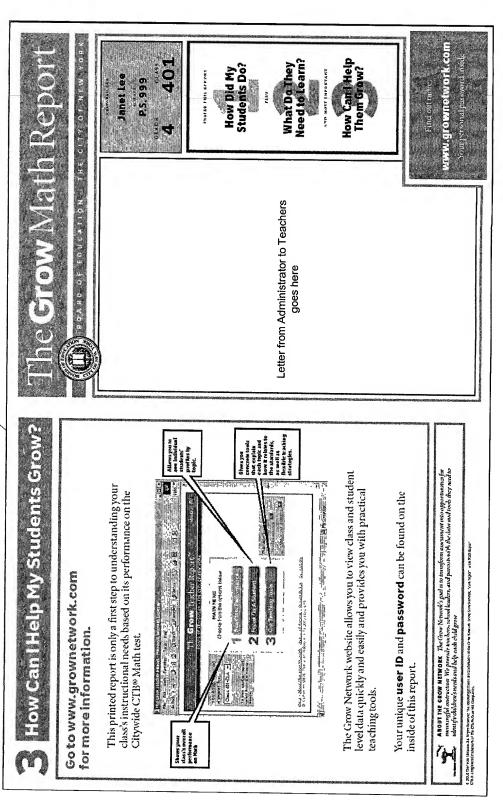


FIGURE 19 (page 2 of 2) Diagram of a Sample Printed Report

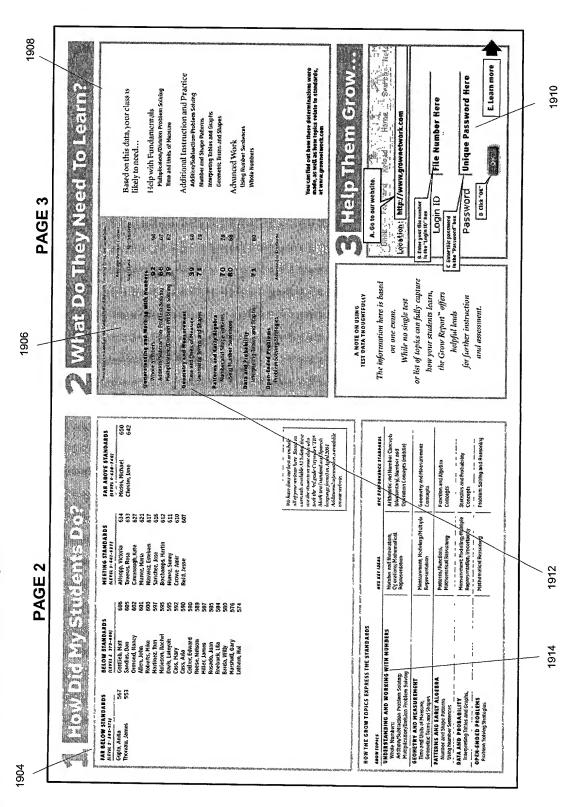
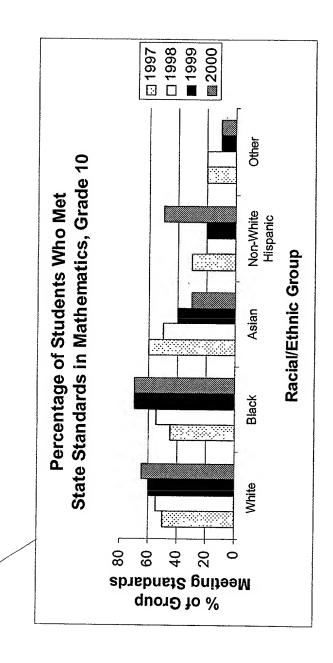


FIGURE 19A Diagram of a Complex Data Display in Print

1952



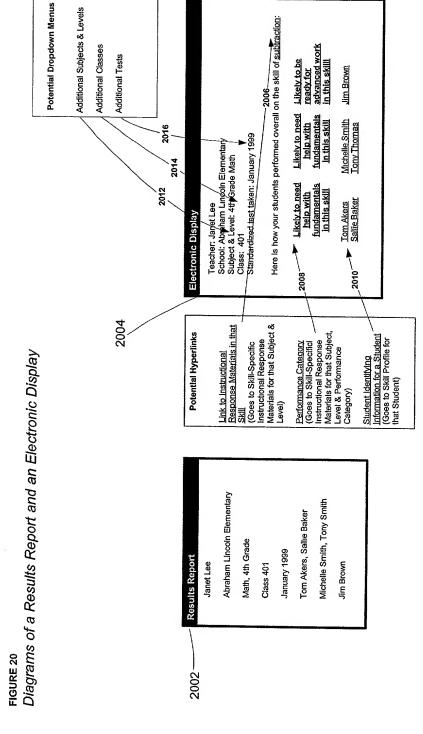
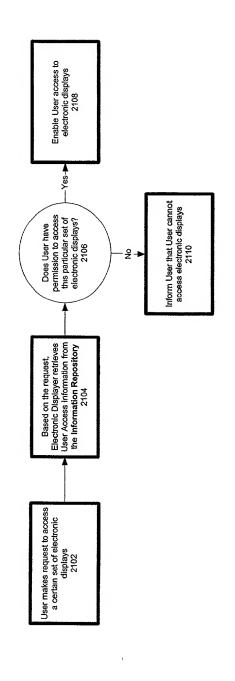
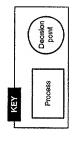
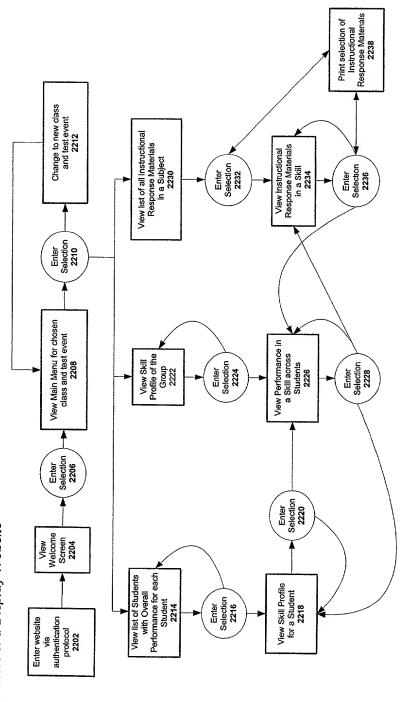


FIGURE 21 Flowchart of the User Authentication Process





Flowchart of a Display Website FIGURE 22



In addition to the finkages shown here, all "Enter Selection" decision points allow User to:
\* Return to Main Wenu .
\* Go to help and general information screens
\* Change user authentication information
\* Log out

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Decision Process KEY

2302

Figure 23 Diagram of a "Welcome" Display

FIGURE 24 Diagram of a "Main Menu" Display

2402

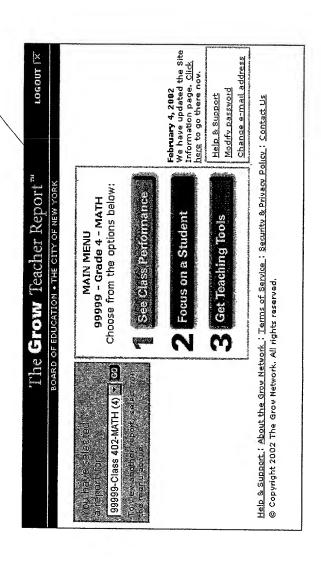


FIGURE 25 Diagram of a "Students' Overall Performance" Display

Pocus on a Student class 402 - MATH (4) Select a student to see his or her performance by topic.			\_
elect a student to see his or her perform	See anothe	See another class & subject- 😭 🕫	,
	lance by topic.		
Far Below Standards Below Standards M Level One (385-571) Level Two (572-666) Lo	Meets Standards Level Thrée (607-637)	Far Above Stenderds Level Four (638-740)	*****
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396 S	n, Abdul S.		
La Karamazov. Alex 592 Lu	Janya 612   Li, Si-Mu 607		
Iran, Hung 592			
Papodopolous. Magdaline 592		-	
Pangit, Helen 588		,	
Gastillo. Blesida 588			
White Brandy 585			
Lukaziac. Thomaz 585	,		
Reubin, Mark 581			
Santos, Heidee 581		-	
Jones, Heather 573			

Diagram of a "Skill Profile of a Student" Display FIGURE 26

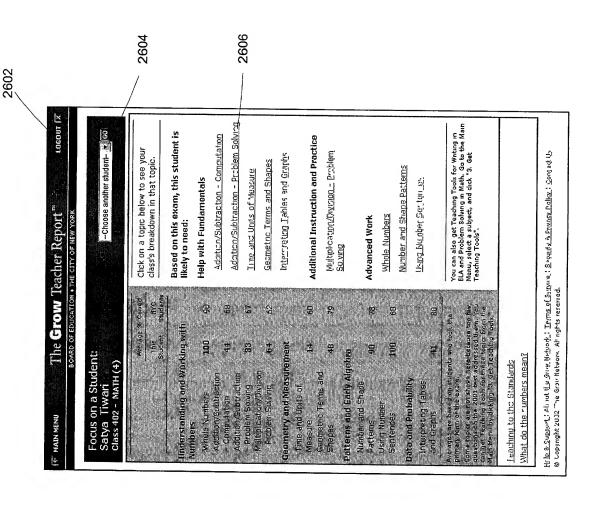
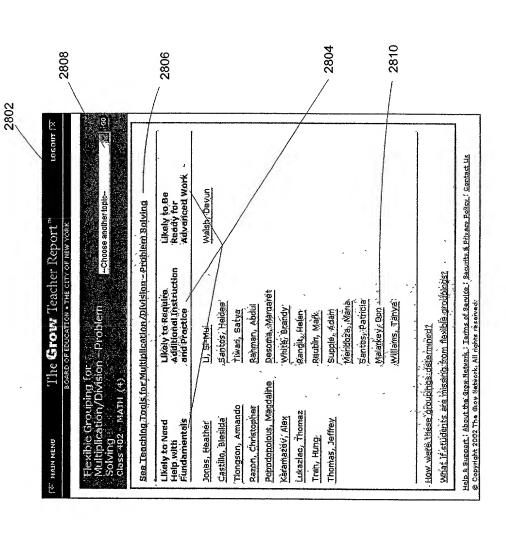


FIGURE 27 Diagram of a "Skill Profile of a Group" Display

Click on a topic below to see your class's breakdown in that topic.  Understanding and Working with Class's breakdown in that topic.  Numbers and Units of Go 67.  Cannetry and Measurement  Shapes  Patterns and Early Algebra  Shapes  Date and Probability  Interpreting Tables  Based on this exam, students in your class's breakdown in that topic.  Help with Fundamentals  Additional Instruction and problem Solving  Additional Instruction and Problem Solving  Additional Instruction and Problem Solving  Multiplication/Division  Shapes  Batterns and Early Algebra  Shapes  Batterns and Early Algebra  Shapes  Batterns and Early Algebra  Solving  Number Sentences  Number and Shape Patterns  Interpreting Tables  Batterns and Caphs  Interpreting Tables  Solving  Number and Shape Patterns  Interpreting Tables  Solving  Solving  Solving  Number Sentences  Number and Shape Patterns  Interpreting Tables  Solving  Solving  Solving  Solving  Solving  Solving  Solving  Number Sentences  Number and Graphs  Interpreting Tables  Solving  Solvin	Performance by Topic Gass 402 - MaTH(4)	Topic —See another class & subject-  ▼  ©	27.04
Based on this exam, students in your class are likely to need:  Help with Fundamentals  Addition/Subtraction - Problem Solving  Additional Instruction and Practice  Whole Numbers  Multiplication/Division - Problem  Solving  Time and Units of Measure  Using Number Sentences  Advanced Work  Geometric Tems and Shapes  Number and Shape Patterns  Interpreting Tables and Graphs  Tou can also get Teaching Tools for writing in EtA and sing in Math, Go to the Main Manu, select a subject, and dick "3, Get  Teaching Tools".	Alverson % Compt		
Addition/Subtraction - Problem Solving Additional Instruction and Practice Whole Numbers Multiplication/Duvsion - Problem Solving Time and Units of Measure Using Number Sentences  Advanced Work Geometric Terms and Shapes Number and Shape Patterns Interpreting Tables and Graphs  You can also get Teaching Tools for Writing in Et A and subject, and dick "3, Get Teaching Tools", Get	Understanding and Working With	ane Kirj	
Addition/Subtraction - Problem Solving  Additional Instruction and Practice Whole Numbers  Multplicateo/Division - Problem Solving  Time and Units of Measure Using Number Sentences  Advanced Work  Geometric Terms and Shapes  Number and Shape Patterns  Interpreting Tables and Graphs  You can also get Teaching Tools for Writing in ELA and Problem Solving in Math, Go to the Main Manu, select a subject, and dick "3, Get Teaching Tools".	umbeis 78 c	Help with Fundamentals	
300 - 1 - 100 K	on	Addition/Subtraction - Problem Solving	2706
	55	Additional Instruction and Practice	
	Geometry and Measurement	Whole Numbers	
	99	Multipli <u>cation/Division – Proble</u> m <u>Solving</u>	
	ic lerms and	Time and Units of Measure	
	Patterns and Early Algebra	Using Number Senterices	
	har	Advanced Work	
	- 88	Geometric Terms and Shapes	
		Number and Shape Patterns	
	85	Interpreting Tables and Graphs	
	Averages are based on students who took the primary form of the exam.  Some storic are not shown here because too few questions on the 2001 test addressed them. You can get Teaching Tools for these topics from the	You can also get Teaching Tools for Writing in ELA and Problem Solving in Math, Go to the Main Manu, select a subject, and dick "3. Get Teaching Tools".	

FIGURE 28



T MAIN MENU

LOGOUT IX

1. Facts and Computation

Addition/Subtraction - Problem Solving

- 1. Addition Situations
- 2. Subtraction Situations
- 3. Situations With a Twist

Fractions and Decimals

- 1. Understanding Fractions
- 2. Understanding Decimals
- 3. Ordering Fractions and Decimals

**Geometric Terms and Shapes** 

- 1. Identifying and Imagining Shapes
- 2. Shapes That Look Alike
- 3. Moving Shapes Around

<u>Interpreting Tables and Graphs</u>

- 1. Interpreting Tables
- 2. Interpreting Graphs
- 3. Creating Tables and Graphs

**Likely Outcomes** 

- 1. Talking about probability
- 2. Finding the probability
- 3. Counting the number of combinations

<u>Multiplication and Division - Problem</u> <u>Solving</u>

- 1. Multiplication Situations
- 2. Division Situations
- 3. What To Do With Remainders
- 4. "Increasing Over Time"
- 5. Situations With a Twist

Number and Shape Patterns

- 1. Exploring Sequences of Numbers
- 2. Exploring Sequences of Shapes ?
- 3. Exploring Geometric Patterns

**Problem-Solving Strategies** 

- 1. Making a Plan
- 2. Carrying out the Plan
- 3. Putting it into Words

Time and Units of Measure

- 1. Basic Time and Money Skills
- 2. Clocks, Calendars, and Time
- 3. Units of Measure
- 4. Making Actual Measurements

**Using Number Sentences** 

- 1. What is a Number Sentence?
- 2. Understanding Number Sentences
- 3. Number Sentences and Problem Solving

Whole Numbers

- 1. Place Value
- 2. Ordering Numbers
- 3. Rounding Numbers

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FIGURE 30 Diagram of an "Instructional Tools" Display

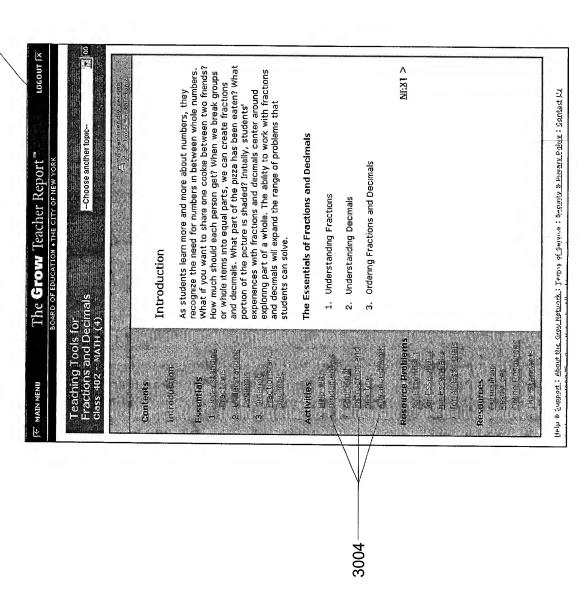


Figure ३१ Diagram of Potential Hyperlinks in a Display Website

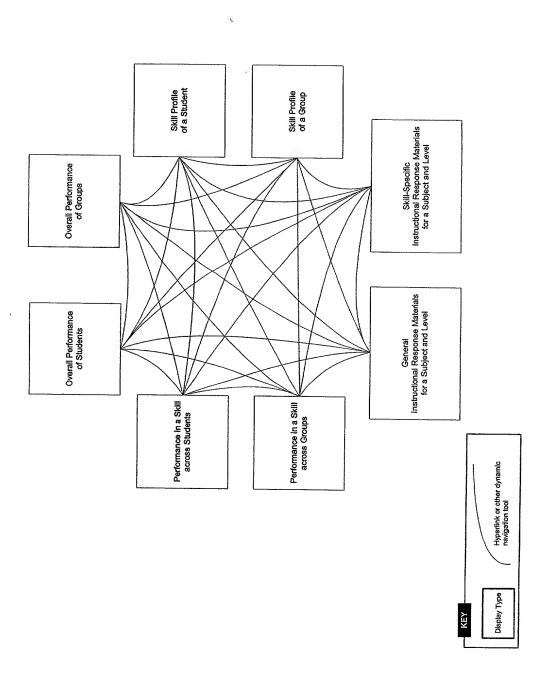
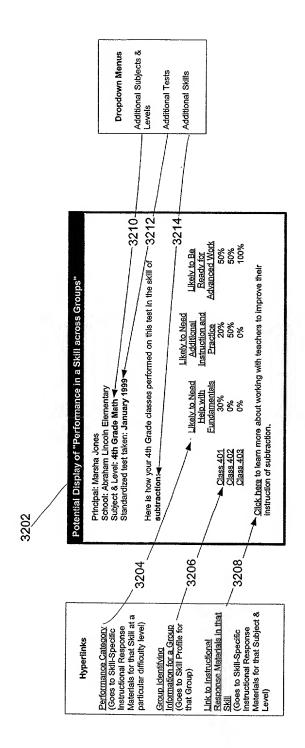


Diagram of a Potential Electronic Display of "Performance in a Skill across Groups" FIGURE 32



ғівике зз Flowchart of a Display Website with an Ongoing Assessment Component

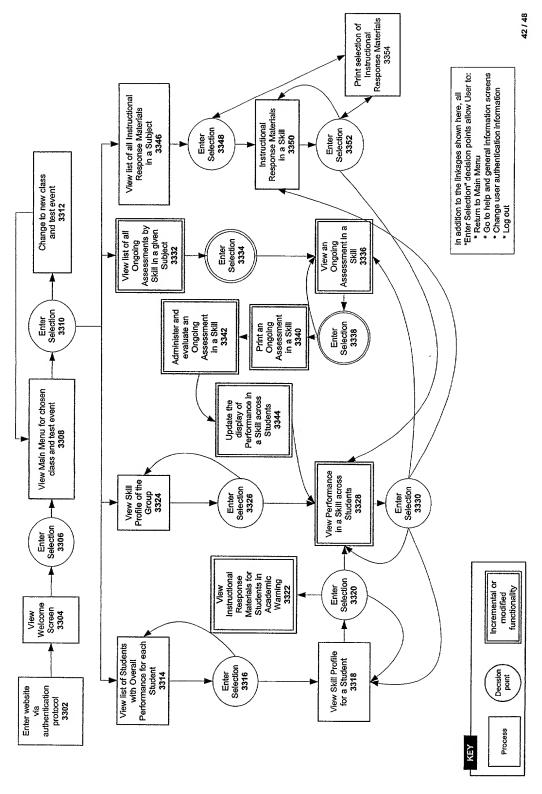
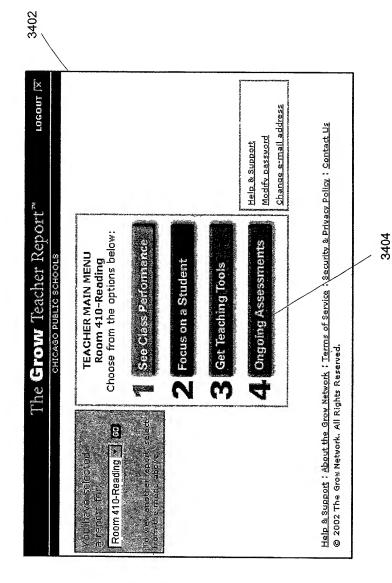


Diagram of a "Welcome" Display for a Website with an Ongoing Assessment Component FIGURE 34



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with an Ongoing Assessment Component

LOGOUT X

### Contents

- Author's Purpose Cause and Effect
- <u>Character</u> Fact and Opinion
- Genre and Literary Terms
- Main Idea and Theme
- Predicting Outcomes
- Sequence
- Setting
- Words and Phrases in Context

## What are Ongoing Assessments?

The Grow Network's Ongoing Assessments in Reading are a good way to "take the pulse" of your class in important topic areas. You can give an Ongoing Assessment at the start of a unit, at the end of a unit, or whenever you want to find out quickly "where your class stands" in any given area,

When you finish grading an Ongoing Assessment for any given student in your class, you can update the student's Flexible Grouping information in your Grow Report Online.

### **Format of Ongoing Assessments**

Ongoing Assessments include sample questions, an answer sheet, and a teacher reference guide with scoring suggestions.

Each Ongoing Assessment in Reading is made up of two multiple choice and two short answer questions. These questions are chosen to test your students' ability to comprehend key details from a brief reading passage.

Ongoing Assessments are designed to be easy to grade. Scoring on the multiple choice questions is always 1 point for a correct answer and 0 points for an incorrect answer. Scoring on the short answer questions is 2 points for a correct response, 1 point for a partially correct response, and 0 points for an incorrect response.

Here is a suggested way to update the Flexible Groupings in your Grow Report Online, based on how your students perform on the Ongoing Assessment:

- 0-1 points Fundamentals column
- 2-4 points Practice column
- 5-6 points Advanced Work column

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Mary Graff

Fig. TÜ.

TL:

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fli 1000 Hall

FIGURE 36

Diagram of a "Performance in a Skill across Students" Display for a Website with an Ongoing Assessment Component

The Grow Teacher Report" 18602	outping for I-Choose another topic- ☑ ©0	g Tools for Character cessments in this topic ible Groupings in this topic	upings TorisAn 2002	d Help with Likely to Require Additional Likely to Be Ready for Instruction and Practice Advanced Work	Allsopp, Victoria Cavanaugh, Kate	Bochamps, Martin Collier, Edward	Chester, Jane Munoz, Maria	Crowe, Amir Reid, Jesse	Gottlieb, Matt Taveras, Rosa	Marshall, Gary	Martinez, Tom	Moleson, Rachel	ban Moss, Michael	Ormand, Nancy	Reese, Nelson	Roberts, Mike			SS
F MAIN MENU The C	Flexible Grouping for Character Room 410 - Reading	See Teaching Tools for Character Ongoing Assessments in this topic Update Flexible Groupings in this topic	Flexible Groupings for ISAT 2002	Likely to Need Help with Lik Fundamentals In	Allen, John Alls	Barda, Willy Bo	Cass, Arla Ch	Cass, Mary Cro	Davis, Latoyah Go	Gupta, Anita Ma	Latham, Hal Ma	Miller, James Mo	Navarez, Esteban Mo	Nunez, Sunny Orr	Roebuck, Lila Re	Rosado, Juan Rol	Sanchez, Jose	Sandies, Dan	Thoreau, James

FIGURE 37 Diagram of an "Update Student Skill Assignments" Display for a Website with an Ongoing Assessment Component

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# Chicago Public Schools - Grade 4 Reading Character The Grow Network Ongoing Assessment Read the following passage. Then answer the questions below. Michelle wanted to be the best shot on her basketball team. Every morning she went to school early and spent an hour practicing in the gym by herself. In the evening, she would practice all alone at the playground near her house. She loved the sweh sound of a perfect shot, and she was improving every day. But she still wasn't as good as her best finend Lisa, the team's star forward. Sometimes Lisa teased her for trying so hard, but Michelle would just smile and keep practicing. 1 Which word best describes Michelle? a) jealous b) dedicated c) lonely d) frustrated 2 At the end of the passage, why does Michelle smile? a) Lisa has just told Michelle a joke b) Michelle likes being alone c) Michelle is about to make a successful shot d) Michelle is confident that she's doing the right thing 3 Michelle and Lisa are both characters in this passage. List three (3) things the passage tells us about Lisa. In your own words, describe what problem Michelle faces. What does she do to overcome it? SCORING GUIDE 3806 1. The correct answer is (b), dedicated 0 Points = incorrect or no answer 1 Point = correct answer 2 The correct answer is (d), Michelle is confident that she's doing the right thing 0 Points = incorrect or no answer 1 Point = correct answer 3 For sample responses, see Teacher Reference Guide below 0 Points = all incorrect or no answer 1 Point = one or two things about Lisa 2 Points = three things about Lisa

[ Press the back button on your browser to return to where you were ]

Here is a suggested way to update the Flexible Groupings in your Grow Report Online, based on a student's total score on the Ongoing Assessment

4 For sample responses, see Teacher Reference Guide below O Points = no answer or both parts of question incorrect 1 Point = one part of question correct
2 Points = both parts of question correct

TOTAL SCORE

0-1 points Fundamentals column 2-4 points Practice column 5-6 points Advanced Work column

FIGURE 39

Diagram of a "Focus on a Student" Display for a Website with an Ongoing Assessment Component

Focus on a Student:		The second secon	
Anita Gupta Room 410 - Reading		Choose another student 🛣 🚾	
This student scored in the resources to identify Anita	Academic Wars, s	This student scored in the <b>Academic Warning level</b> in <b>Reading</b> . For additional resources to identify Anita's difficulties, visit " <u>Primary Assessment Tools</u> ".	
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Words and Phrases '89	4	Main Idea and Theme	
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Evaluating Evidence Fact and Opinion 60	-80	Predicting Outcomes	
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esodin	46	Advanced Work	
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